

**Lesson Objective(s):**

As part of their study of monologues the students will be able to write monologues based on personal experience. The monologues will be written based on improvisational partner work conducted in front of the entire class. Emotional recall techniques are employed to elicit an emotional response from the actor and obtain an emotional connection with the audience. Each student will be given the opportunity to type the monologue and read the finished piece in front of the class for a final assessment. The completed monologues and assessments will be placed in the student's portfolio as a sample of his/her work.

**Materials/Equipment Needed:**

Two chairs for the actor to use while on stage.

Paper and a pen/pencil.

Access to computers.

**Lesson Procedure:***Lesson 1:*

- A. Discuss the role of honesty in theatre, especially ensemble work. Emphasize the importance of being trustworthy and taking a risk. They will be incorporating what they have learned about improvisation and dramatic action, with their original ideas to create a personal monologue. Give students a copy of the Three Essentials of monologues so they will understand what is expected from their monologues.
- B. Discuss the Three Essentials of a successful monologue - talking to someone, powerful/personal emotion, and it has a point. Read a couple examples of powerful monologues from contemporary plays or monologue collections.
- C. Remind the students that the most powerful pieces come from personal experiences. Help the students think of one person in their lives who affects them the most - the one person who can make them happier or angrier than anyone else they know (this one person can be a relative or friend). On a blank piece of paper have the students write one sentence that they would say to that person if they could say anything without repercussions. Inform the students that this is their one chance to say what is on their mind without getting in trouble or being found out. Tell the students to bring the sentences with them the next day.

*Lesson 2:*

- A. Remind the students about the essential ingredients of a powerful monologue and have them take out their sentences.
- B. Once each student has reacquainted themselves with the sentences it is time for the improvisational section. The students one at a time take the stage. The student is to imagine that one person sitting silently in the chair across from them. The student is to read or state the sentence once and wait a few moments. After a few moments of silence the student is to start with the one sentence again but this time continue speaking what is on their mind until they are satisfied. Remind the students that this is their chance to "get it all out".
- C. Every student is to participate in this exercise. This portion may take two class sessions to complete.
- D. Once they have improvised the encounter on stage have the student return to their seat to jot down the main points of what they said and to expand on it. Each student should have approximately a page worth of writing based on the improvised encounter.